

2004 Scoring Procedures for the TCAP-Alt Portfolio Assessment

STEP 1 - Before Scoring Begins

1. Collect all portfolios to be scored.
2. Check to see that TCAP-Alt Information Sheets are completed for all students participating in Portfolio Assessment (PA) and Academic Skills Assessment (ASA).
3. Have the website address, computer user name and password available in order to access the internet-based TCAP-Alt Scoring System.
<https://www.eval.k-12.state.tn.us/tcapalt>
4. Set up the scoring session by establishing a date, time, and location for your school system's TCAP-Alt PA scoring. Inform all TCAP-Alt PA scorers (all teachers who developed Portfolios this school year) of the date, time, and location of the scoring session.
5. Prepare appropriate number of copies of the TCAP-Alt Portfolio Scoring Rubric Tutorial Forms (SRT) and Student Score Summaries (SSS) for use during the scoring session. (3 sets per portfolio)

STEP 2 - Conducting the Scoring Session

1. Each portfolio must be scored three times. Each portfolio should be scored by three separate individuals or pairs of scorers. Scorers may want to work in pairs or teams as they begin scoring their first two or three portfolios and then begin scoring independently as they become comfortable with the scoring procedures. It is best if the second and third scorers do not know the score assigned by the first scorer before scoring the same portfolio.
2. Use one TCAP-Alt Scoring Rubric Tutorial (SRT) and one Student Score Summary (SSS) per portfolio per scoring.
3. On the SRT, fill in student's name and school information. Be sure to use the student's full name, not his/her nickname.
4. Place a check next to each required component found in the portfolio. All components should be represented, however if one component is missing, the portfolio is to be scored with no penalty. If two components are missing the portfolio will be assigned an official score of zero but should be scored one time for teacher feedback.
5. Look for the proper number of entries. The grade level determines the number of entries (Elementary and Middle School = 4 entries; 9th grade = 2 entries; 10th grade = 1 entry; 11th grade = 1 entry).
6. Address each dimension by systematically going through each content area entry (i.e., English/Language Arts, Math, Science, Social Studies). Start with "point 1" and look for evidence of its elements. Keep moving to the right (point1 through point 5) on the SRT until the dimension elements and portfolio evidence match. Determine the point score for the content area and enter it in the total points column on the SRT. Do this for all entries per

dimension. Under each dimension space for skill and activities documentation is provided. Use this to keep your scoring organized.

7. After the scoring is finished, use the SSS to enter all final scores from each dimension. The score (0-5) is entered from each dimension under each content area entry. The score for each content area entry is determined by adding all of the dimension scores (e.g. 4,5,5,4,5) and entering their total (23) in the total points box at the bottom of that column. Do this for each entry.
8. Add all of the content area entry scores and enter that total in the total score box at the bottom of the SSS.
9. After a portfolio has been scored three times, a designated person should gather the SSS and staple together with the Middle score on top. This is the Official Score and the score that should be entered in the scoring website. The TCAP-ALT Information Sheet should also be put with the SSS's.
10. Attach the three SSS sheets with the TCAP-ALT Information sheet together after recording the official score and store in the Special Education Department at the local LEA. The portfolios and SRT are to be given back to the teacher for storage of the portfolio with the student's IEP.

Note: It's a good idea to place at least one person in charge of collecting the SRTs and SSSs for all portfolios during the scoring session. This person should double check the addition and totals entered on all forms and determine whether the scoring is finished for that portfolio and take it out of circulation or assign it to another scorer. Organization is key to success!

STEP 3 - Reporting TCAP-Alt PA Scores to the State Department of Education

1. Using a computer with internet access, use an internet browser (e.g., Netscape Communicator, Microsoft Explorer, etc.) to locate the TCAP Alternate Assessment Score Reporting System. The address for this website and the username and password you must have to use this system were mailed to your system's Superintendent or Director of Schools last school year. If you cannot locate this information, you need to contact Jerry Battista at 865-777-1382 ext. 225.
2. After you access the website, you will then enter the information from the TCAP-Alt Information Sheet for **all students participating in the TCAP-Alt PA and ASA**. You will be directed to enter final score information for all student portfolios. You do not enter scores for students participating in ASA. Student's information that was entered last year do not have to be reentered. Enter the social security number of those students and the information should appear on screen for editing. All new students or students that did not get entered last year must be entered with all information.
3. **Attention:** When entering the scores do not enter '0' or NA if no score was given for a subject or standard. Please leave Blank. Some students may have scores for only 1 or 2 subjects. The computer will misread the scores if there are numbers or letters in the all spaces. IF THE OFFICIAL SCORE OF A PORTFOLIO WAS '0' DUE TO MISSING REQUIRED COMPONENTS ENTER ZEROS IN ALL SUBJECTS AND TOTAL.

4. Remember to log out of the TCAP-Alt Score Reporting System (by clicking on the logoff button under the TN flag logo) when you have finished entering all student information and PA scores.
5. When the TCAP-Alt Scores have been entered, the sticky labels using Avery 5162 labels may be printed at anytime.

The scoring instructions and forms will be posted on the State Website (<http://www.state.tn.us/education/speced/index.htm>) under the Assessment heading.

TCAP-ALT SCORING RULES

1. Each portfolio must have a Student Information Sheet either fastened to the front cover, in the front pocket of front cover, or placed as first page of portfolio.
2. Portfolio must have the following required components:
 - a. Table of Contents
 - b. Mode of Communication page
 - c. Student Schedule and Evidence of Use (If Student Schedule and Evidence of Use is found before the first entry in the portfolio, schedule can be counted as Mode of Communication if Mode of Communication page is not present.)
 - d. Portfolio Signature (Validation) Form with parent signature or evidence of attempted contact

Note: Portfolio scores a "0" if 2 or more of the required components are missing.

3. Content: Evidence of Target Skill and Standards Based Activities must be documented on PME Sheets and/or Teacher Data Sheets.
 - a. 1 Point = No Target Skill or target skill and activities are not age appropriate or functional.
 - b. 2 Points = 1 Target Skill with no related standards based activities is evidenced.
 - c. 3 Points = 1 Target Skill with 1 related standards based activity showing progress.
 - d. 4 Points = 1 Target Skill with 2 related standards based activities showing progress.
 - e. 5 Points = 1 Target Skill with 3 related standards based activities showing progress.
4. Choice: Evidence is documented on PME sheets.
 - a. 1 Point = No choices are evident in entry.
 - b. 2 Points = Choices are evident in all standards based activities of an entry.
 - c. 3 Points = Choices are evident in all standards based activities of an entry with planning and monitoring or evaluating evident on at least one activity.
 - d. 4 Points = Choices are evident in all standards based activities of an entry with planning, monitoring, and evaluating evident on at least one activity.
 - e. 5 Points = Choices are evident in all standards based activities of an entry with planning, monitoring, evaluating, and adjustment evident on at least one activity.
5. Support: Evidence must be in the form of signatures. Signatures of the adults providing support may be documented on PME sheets and/or Portfolio Signature (Validation) Form. Signatures of non-disabled peers (peer tutors and natural peers) must be documented on the PME sheets.
 - a. 1 Point = Support evidence shows only Special Education personnel providing support within an entry.
 - b. 2 Points = Support evidence shows a combination of Special Education personnel and peer tutor or complete peer tutor support within an entry.
 - c. 3 Points = Support evidence shows Special Education personnel and/or peer tutor support with Natural Support evident in 1 standards based activity within an entry.
 - d. 4 Points = Support evidence shows Special Education personnel and/or peer tutor support with Natural Support evident in 2 standards based activities within an entry.
 - e. 5 Points = Support evidence shows Natural Support evident in 3 or more standards based activities within an entry.
6. Setting: Evidence of Settings may be documented on PME sheets and/or Teacher Data Forms.
 - a. 1 Point = Special Education setting/s evidenced throughout entry.
 - b. 2 Points = Evidence of multiple settings with 1 inclusive setting documented within entry.
 - c. 3 Points = Evidence of multiple settings with 2 inclusive settings documented within entry.
 - d. 4 Points = Evidence of multiple settings with 3 inclusive settings documented within entry.
 - e. 5 Points = Evidence of multiple settings with 4 inclusive settings documented within entry.

7. Peer Interaction: Evidence must be documented by signatures of the non-disabled peer on the PME sheets.
 - a. 1 Point = No non-disabled peer interaction is evident within entry.
 - b. 2 Points = Evidence of non-disabled peer interaction is documented on some, but not all, the PME sheets of only 1 data period within an entry.
 - c. 3 Points = Evidence of non-disabled peer interaction is documented on all PME sheets in 1 data period within an entry.
 - d. 4 Points = Evidence of non-disabled peer interaction is documented on all PME sheets in 1 data period and some, but not all, PME sheets in second data period within an entry.
 - e. 5 Points = Evidence of non-disabled peer interaction is documented on all PME sheets in both data periods within an entry.
8. IF A PORTFOLIO IS INCOMPLETE, MISSING DATA PERIOD/S OR ENTRY/S, A 20 POINT PENALTY MUST BE ASSESSED UNLESS A REPORT OF IRREGULARITY ACCOMPANIES PORTFOLIO. The Report of Irregularity will state whether the portfolio will be assessed the penalty or not. When a portfolio is scored with a Report of Irregularity present, copy the Report of Irregularity and staple with Score Summary Form and file with the other portfolio scores. Send the original Report of Irregularity to Christy Gunn to 710 James Robertson Pkwy, 5th Floor, Andrew Johnson Tower, Nashville, TN 37243.